



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Wheatlands Primary School	
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	12% 53 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	1 st September 2022
Date on which it will be reviewed	31 st July 2023
Statement authorised by	Mrs Samantha Pyle – Head Teacher
Pupil premium lead	Mrs Claire O'Malley
Governor / Trustee lead	Mr David Wimble

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,350
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,150

Part A: Pupil Premium strategy plan

Statement of intent

*At Wheatlands, our intent is to enrich the lives of all of our pupils irrespective of their background or prior attainment. We believe that by holding high expectations and providing a range of experiences, we can raise the achievement of all.
All pupils can be successful learners.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Small group of pupils have a range of behavioural, social and emotional needs which hinders their learning and academic progress.
2	Missed learning opportunities, gaps in learning and slower progress made by PP pupils due to school closures.
3	Pupils learning behaviours such as resilience and perseverance and their emotional needs including self-esteem and self-belief have all been affected since the pandemic.

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. That the rates of progress for our disadvantaged pupils' are maximised and individual progress data shows enhanced rates of progress.	<ul style="list-style-type: none">• Progress across the school is closely monitored by SLT and PP lead.• Effective, targeted and well-organised interventions are provided to close any gaps in each individual on the PP register.• Ambitious PP target setting to ensure progress rates are maximised.• Evidence of successful and research-based interventions demonstrate a clear impact on individual's progress.• Effective utilisation of data to target intervention precisely and with notable impact.

	<ul style="list-style-type: none"> • Excellent deployment of support staff and teaching staff to target individual needs.
<p>2. Children with SEMH and behavioural needs make good or better rates of progress and this impacts on attainment for these pupils.</p>	<ul style="list-style-type: none"> • Counselling support to those pupils who have emotional, behaviour and social difficulties shows a positive impact on the progress made by individuals. • Pupils will be resilient learners who persevere when they find things challenging. • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. • Evidence of successful, well-organised and targeted interventions. • Referrals to other agencies result in positive support being provided. • SEND lead to work with the staff of Pupil Premium children to liaise and make referrals to agencies to ensure positive support is provided to these children (11 PP children are currently on SEN register). • Children, staff and parent surveys reflect effective lunchtime provision. • Fewer behaviour incidents reported for identified pupils. Progress is accelerated as a result. • Lunchtime club helps those children who require further support and strategies with social, emotional and behavioural needs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve the rate of attainment and progress of disadvantaged pupils across the whole school, ensuring that the majority of pupils reach at least the expected standard in Reading, Writing and Maths and gaps are filled. Ensure that staff to pupil ratios are high in targeted groups and that disadvantaged pupils are given additional support in class through effective and targeted, group and 1:1 support. Small class sizes across targeted year groups – Year 4 & Year 6.</p>	<p>PP funding to ensure that our pupils have a greater number of opportunities for small group and 1:1 intervention with teachers/TAs where they will be able to focus on specific areas. Our pupils benefit from small group teaching and targeted interventions and make gains in their knowledge because of this.</p> <p>Research-based, targeted interventions are used to best support and meet the needs of our PP pupils. These are aimed to maximise the rate of attainment and progress of our disadvantaged children. Progress is closely monitored to help to close any gaps in learning and help to ensure that these pupils reach the expected standard. Teachers and TA's deliver effective interventions in RWI, RWI Spelling and Fresh Start. We have also invested in Accelerated Reader to closely monitor and further support the reading progress of our children.</p>	<p>1, 2, 3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>0.5/0.6 teachers to provide smaller class sizes in targeted year groups with high</p>	<p>EEF report 2022 states that, 'Evidence consistently shows the positive impact that targeted academic support can have,</p>	<p>1, 2, 3</p>

<p>numbers of disadvantaged and children with additional needs.</p> <p>Small group and 1-1 support delivered to disadvantaged pupils by teachers and TA's to target their individual needs.</p>	<p>including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'</p>	
---	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide 1-1 counselling support to those PP pupils who have emotional, behaviour and social difficulties through the employment of a full-time councillor.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers (EEF report 2022).</p>	<p>1, 3</p>

Total budgeted cost: £70,343

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Desired Outcome	Outcome
<p>Outcome 1: That the rates of progress for our disadvantaged pupils' are maximised and individual progress data shows enhanced rates of progress. Based on 2023 data, compared to 2022 data.</p>	<p>Disadvantaged pupils EYFS results show the following percentages who met the expected standard, (based on 8 pupils in 2023 and 6 in 2022):</p> <ul style="list-style-type: none"> • Reading, writing and number dropped from 100% to 62.5% in all 3 areas • 62.5% of PP children achieved the GLD in 2023 compared to 83.3% in 2022. <p>Disadvantaged pupils KS1 results show the following percentages who met at least the expected standard (based on 6 pupils in 2023 and 5 in 2022):</p> <ul style="list-style-type: none"> • Reading increased from 40% to 100% • Writing increased from 40% to 83% • Maths increased from 60% to 83% <p>Disadvantaged pupils KS2 results show the following percentages who at least met the expected standard (based on 10 pupils in 2023 and 7 in 2022):</p> <ul style="list-style-type: none"> • Reading stayed the same at 100% • Writing increased from 42.9% to 70% • Maths increased from 57% to 100% <p>This year PPG funding has ensured smaller class sizes in targeted cohorts – Year 4 & Year 6. It has also ensured pupils have a greater number of opportunities for small group work and 1:1 interventions, with both teachers and teaching assistants to focus on their individual needs, close any gaps in learning and maximise progress. Research-based, targeted interventions have been used to best support and meet the needs of our PP pupils. These have been aimed to maximise the rate of attainment and progress of our disadvantaged children. Progress is closely monitored by teachers, subject leads and SLT to help close</p>

	<p>any gaps in learning and help to ensure that these pupils reach the expected standard.</p> <p>Funding from the PPG has been used so that teachers and TA's can deliver effective interventions in RWI, RWI Spelling and Fresh Start. We have also used Accelerated Reader effectively to closely monitor and further support the reading progress of our children.</p> <p>Children on the Pupil Premium register have been discussed in detail in pupil progress meetings with teachers and SLT. This has ensured ambitious pupil premium target setting, to maximise progress rates. Interventions have been discussed and monitored in detail to show the impact and progress made by each individual. This has also been closely tracked on the school pupil premium tracking system, which is completed and reviewed each term.</p> <p>Staff continue to plan, track and measure the impact of interventions on the schools Pupil Premium tracking system and this is reviewed termly. This continues to ensure a whole school approach to supporting our disadvantaged pupils and identifying and addressing any gaps in learning.</p> <p><u>Next Steps:</u></p> <p>Intended Outcome 1 will continue to be a focus of the Pupil Premium Strategy. Disadvantaged pupils' attainment remains a priority for school, particularly in KS1 & KS2, which is reflected in the standards review and School Improvement Plan. Where progress falls below the expected standard in certain year groups possible links will be identified e.g. attendance, SEN needs and other factors linked to that cohort or those who have been disproportionately impacted by the effects of the pandemic. These issues will be addressed. PPG spend will be concentrated on the level of support pupils in specific cohorts receive. Pupil progress meetings will continue to focus on disadvantaged pupils' progress and attainment in particular.</p>
<p><u>Outcome 2:</u> Continue to provide 1-1 counselling support to those PP pupils who have</p>	<p>Counselling was again provided on a full-time basis this year to address the SEMH needs of our pupils. A number of our disadvantaged pupils have been supported socially and emotionally and this has had a positive impact on</p>

<p>emotional, behaviour and social difficulties through the employment of a full-time councillor.</p>	<p>attitude to learning, social relationships and the attainment and progress these individuals make in school. Children have been supported with perseverance, thus becoming more resilient learners. SEMH interventions have been closely tracked on the school's Pupil Premium tracking system and progress shown and reviewed termly.</p> <p>Children/s SEMH needs have continue to be discussed termly in Pupil Progress meetings and Welfare meetings and challenges in learning due to this have been addressed with staff and SLT.</p> <p>School SEN lead has worked with the staff of Pupil Premium children to ensure they are receiving the best support they can. The Sen lead has liaised and made referrals to agencies to ensure positive support is provided to these children (16 PP children are currently on SEN register). In a recent Ofsted report (July 2022) it was identified that, 'Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. The special educational needs coordinator (SENCo) ensures that pupils receive the right help through specialist adult support or resources. This helps many pupils with SEND overcome barriers to learning'.</p> <p>Surveys taken and pupil voice by Pupil Premium children strongly indicated that they are happy in school and feel that they receive the help and support they need.</p> <p>Behaviour incidents continue to be reported and closely monitored for identified pupils on school CPOMs system.</p> <p><u>Next Steps:</u></p> <p>Continue to ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they can achieve their full potential in learning.</p>
---	---

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NONE	